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with higher rank in the combined result of the eight best tests with a correlation of only 0.38. Moreover, the striking differences between the two groups are found in the same traits in which the feeble-minded are shown to differ most from normal individuals.

An important part of the monograph is the summary and criticism of the work which has been done by other investigators, on the correlation of tested mental abilities. Simpson deprecates the emphasis which Binet placed upon the differences in the subjects' ability to adapt themselves to tests. He regards this as a much less fundamental indication of lack of general intelligence than the differences brought out by the tests in the higher mental processes themselves. He finds no justification from his results of Spearman's supposition of a hierarchy of mental functions, depending upon how closely each of these is related to a common central factor.

Taken all together the novelty of its plan and the clearness of its main conclusions make Simpson's monograph one of the most interesting that has appeared in the study of the relationship of mental processes.

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Social Principles of Education. By GEORGE HERBERT BETTS. New York: Scribner.

In the preface the author posits the statement that education is an ever-changing ideal and has, through the evolution of society, come to be a social function having its highest values in terms of "social efficiency."

The reader is plunged at once into a splendidly arranged and most interesting discussion. Society and the individual, the two fundamental elements of social education, bear a complex, interdependent relationship one to the other, the result being that each is constantly modified. Society furnishes the medium, stimulation, and the criterion of activity, while the self-initiative of the individual makes social progress possible.

The second division of Part I considers the origin and the function of the educational aim, which can be found only in experience, since this aim is chiefly a statement of social progress already made.

Part II takes up the discussion of the social process, since it is here that the educational aim has its alpha and its omega. The nature of the social process may be shown either from the standpoint of the individual or from that of society. All the activities of men are included in the social process, and most of them are organized in the form of institutions, which leads the author to consider next some of the more important of these, such as the family, the church, the state, and the school.

Part III deals with the powers and the capacities of the individual, the mode of his development, the curriculum, which furnishes the leading stimuli for this development, and lastly with the social organization of the school.

The two necessary factors in development are stimulus and response. Environment furnishes the stimulus, the response being conditioned by the inherited tendencies of the individual in the form of instincts and impulses. Since the school is the chief agency for presenting stimuli, the study would not be complete without some analysis of its organization. The intellectual organization of the school is represented by the curriculum, which has originated in society and represents the cultural values as defined by society. The evolution of the curriculum has been conditioned by tradition, educators, teachers, and by society itself.

Upon the whole the author seems to be discussing the principles underlying the social aspect of education, using the method and the authority of philosophy to discover and to establish them. It is only by keeping constantly in mind the author's own interpretation of the problem and scope of philosophy that the writer was able to harmonize the discussion all the way through with the title of the book. This philosophical trend of the author may also incidentally account for the inclusion of a discussion of the aim of education. A scientific treatment of the principles of education would not directly comprehend a discussion of the aim, without apology, since the principles of the educative process are not in any special way dependent upon the aim. Notwithstanding, however, these slightly confusing characteristics, together with the somewhat disappointing absence of many specific examples of the general principles discussed, the treatise represents a marked degree of originality and constitutes a valuable and illuminating addition to the literature in the field of education.

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Elements of Physics. By EDWIN H. HALL. New York: Henry Holt & Co., 1913. Pp. viii+576; 351 illustrations; 6 portraits. \$1.25.

This book is an outgrowth of the third edition of Hall and Bergen's text in physics and shows many important changes and improvements over the original. There is more matter than can be thoroughly mastered in one year by the average secondary-school pupil. This is a good feature as it gives the teacher considerable latitude in the choice of topics. The separation of subject and laboratory matter is a wise provision, thus not interrupting the continuity of the reading. There are but few illustrative or lecture experiments, leaving more room for subject-matter. Throughout the book are scattered problems and exercises, which will help the reader in fixing the laws and principles already studied; the chapter on Molecular Attraction has been lengthened to twenty pages; the treatment of heat engines has also been improved by the addition of many important and up-to-date discussions; the subject of optics, likewise, has been greatly enhanced by the insertions of several interesting topics, and the discussion of electro-magnetism has been materially improved. The book is conspicuously free from those mathematical expres-